

Medium Term Planning

Reception

Autumn 2 2025

Topics and Themes

This half term we will be learning all about day and night and exploring light and dark. We will learn all about the festivals of Halloween, Diwali, Bonfire Night and Christmas.

Exploring Winter

Through our topic we will be learning about the natural changes that happen during the season of Winter, including how we, and animals prepare for the winter months.

Prime Areas of Learning

In reception we will learn to...

Communication and Language

As listeners we will:

Continue to learn to follow adult cues to listen carefully and begin to understand why listening is important for our learning

Continue to understand acceptable behaviours for successful listening:

- Eyes are looking
- Ears are listening
- Lips are waiting for my turn

Continue to understand how to listen carefully to our teachers, friends and family and why listening is important for our learning in and out of school

In our whole group, one to one and small group adult led activities we can:

- focus our attention
- follow directions
- build and use vocabulary focused on objects

Build and use new vocabulary that reflects our experiences

Continue to learn new rhymes, poems and songs

Listen carefully to rhymes and songs and pay attention to how they sound and the beats and syllables within them

Listen to and experience a variety of books, fiction, non-fiction, poems etc to build our familiarity and understanding so we can use this information to enhance our literacy work

As speakers we will:

Continue to retell stories, once we have an understanding of the story, some as exact repetition and some in our own words

Continue to talk about our ideas and thoughts in well-formed sentences

Learn and use new vocabulary related to light, dark, day, night, and winter.

Engage in storytelling and discussions around festival traditions.

Listen to and retell stories linked to celebrations (e.g. Rama and Sita, Guy Fawkes, Nativity).

Learn new vocabulary throughout the day and become respectful, confident speakers in order to join in class discussions in both our whole class and small group times

Ask questions to our teachers and friends including who, what, why and when

Hold a sentence in our heads and then articulate our ideas and thoughts in full sentences to our teachers, family and friends

Continue to listen, remember and use new vocabulary and phrases learned around our literacy, numeracy topic work

Express and articulate our ideas and adventures in Drawing Club using new vocabulary

Physical Development

As we develop our gross motor skills we will:

Revise and refine the fundamental movement skills we have already acquired:

rolling, crawling, walking, jumping, running, hopping, skipping and climbing and apply these in our PE lessons

Develop our overall body strength, co-ordination, balance and agility needed to engage successfully with our gymnastic physical education sessions

Use our core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

Continue to join in with our 1st Moves, Write Dance and PE activities to help us control our big movements and strengthen our hands and fingers

Join in with action rhymes in whole group lessons to show how we are learning

Learn the skills that we need to manage our school day successfully:

lining up and queuing for play times, lunch time and home times and understand why this is important to keep us safe

As we develop our fine motor skills we will:

Continually learn to use a range of tools competently, safely and confidently:

- pencils for drawing and writing to help us develop the foundations of a handwriting style which is fast, accurate and efficient for our writing in reception and beyond
- paintbrushes for our creative activities
- scissors to turn paper as we cut for more challenging activities
- knives, forks and spoons for lunch times and cooking

Use our fine motor skills to help us complete our busy literacy and maths jobs

Use our fine motor skills in our child – initiated play

Use our fine motor skills to manipulate clay

Personal Social & Emotional Development

As individuals we will:

Continue to learn and respect our classroom rules and routines and why these are important

Continue to build constructive and respectful relationships with our teachers, friends and new people joining our reception class

Express our feelings in an appropriate way, considering the feelings of our teachers, friends and families, and understand how we can hurt others by our words or actions

Continue to play cooperatively with our friends learning how to solve conflicts that arise appropriately with respect to our friends

Begin to understand that we may not get what we want and how we can deal appropriately with our own emotions

Feel confident and happy in different social situations and changes in our routines

Begin to understand that there are consequences to our choices and actions to keep us all safe and happy in our class

Managing our own personal needs, we will:

Continue to independently manage our own personal needs:

- see to our own personal hygiene, including cleaning our bodies after the toilet and washing and drying our hands

We will continue to learn and talk about the different ways that support our overall health and wellbeing:

- regular physical activity
- healthy eating

<p>Learn to be resilience and persevere in the face of challenges throughout our school day</p> <p>Continue to learn that we are part of a big group and as such we need to share, take turns, have patience with our friends and care for our environment and each other</p> <p>Take responsibility for managing ourselves independently through our classroom routines and across the school day</p> <p>Understand that we will need to participate in small group literacy and numeracy activities with our teachers during our child – initiated play</p> <p>Continue to be independent in choosing activities and manage ourselves within each activity:</p> <ul style="list-style-type: none"> push up our sleeves and put on our aprons to keep our uniforms and ourselves clean use resources appropriately within each area wash and dry our hands independently after messy activities <p>Learn to play turn taking collaborative games by:</p> <ul style="list-style-type: none"> playing in a group, extending and elaborating our play ideas with our friends be kind and friendly to other children by inviting them to join in with our imaginary games Develop turn-taking and sharing through themed activities (e.g. dressing up for Halloween or Diwali role play) <p>Continue to follow our PSED Kapow program which supports our learning this term around: exploring why our families and special people are valuable, seeing ourselves as valuable individuals and exploring diversity through thinking about our similarities and differences</p>	<ul style="list-style-type: none"> toothbrushing – join in with our Brush Up programme sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian
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Specific Areas of Learning In reception we will learn to...

Mathematics	Literacy
<p>As mathematicians we will:</p> <p>Explore time concepts: day/night sequencing, calendar countdowns to Christmas</p> <p>Continue to recognise and explain numbers to 5 through our love of number rhymes, daily maths meetings, counting using calendar and adult / small group led activities</p> <p>Continue to learn number patterns to 5 using numicon</p> <p>Continue to count forwards to 5, naming the number after and counting on from a given number</p> <p>Link the number symbol (numeral) with its cardinal number value eg 5 with 5 cubes</p> <p>We will continue to subitise to 5 – know 1-5 without counting each object</p> <p>Learn to recognise numbers to 10 and beyond through our love of number rhymes, daily number talk, counting using calendar and adult led activities</p> <p>Learn to automatically recall number bonds for numbers 0-5 EG 2+3=5</p> <p>We will begin to learn number patterns to 10 using numicon</p> <p>We will begin to count forwards to 10, naming the number after and counting on from a given number</p> <p>Introduce positional language through winter-themed games (e.g. "under the tree," "next to the snowman")</p> <p>Talk about the pattern of our new school day using now, next, after playtime, after lunch, before home time etc</p> <p>Maths shared texts:</p> <p>Monster needs one more by Natalie Marshall</p> <p>Monster Musical Chairs by Stuart J. Murphy</p> <p>Square by Mac Barnett and Jon Klassen</p> <p>What is a Rectangle read by Reading Man</p> <p>Two Short, Two Long: A Book About Rectangles by Christianne C. Jones</p> <p>Zero is the Leaves on the Tree by Betsy Franco</p> <p>None the Number by Oliver Jeffers</p> <p>Anno's Counting Book by Mitsumasa Anno</p> <p>I Spy Numbers by Jean Marzollo</p> <p>The Ugly Five by Julia Donaldson</p> <p>Five Small Stars by Elizabeth Matteson and Madge Bugden</p>	<p>As readers we will:</p> <p>Continue to look after our books carefully when we read by ourselves</p> <p>Continue to read tricky words matched to our Power Phonics phonic programme</p> <p>Continue to learn our alphabet chant to help us to read individual letters by saying the sounds for them</p> <p>Learn how to stretch and read to blend sounds into words, so that we can read short words</p> <p>Continue to join in with guided reading at school and share our reading books with our family</p> <p>Use a comfortable and efficient pencil grip for our literacy writing lessons</p> <p>Continue to join in with our busy literacy busy jobs to write a variety of texts, story sequencing and creating story maps</p> <p>Continue to join in with our daily Drawing Club</p> <p>Begin to learn simple punctuation eg full stops, capital letters and question marks</p> <p>Continue to enjoy our English, Drawing Club and topic books:</p> <p>Continue to explore nocturnal animals and winter themes through books</p> <p>Create simple festival cards and labels (e.g. Diwali lamps, Christmas cards).</p>
Understanding the World	Expressive Arts and Design
<p>As world understander's we will:</p> <p>Continue to talk about ourselves and people in our families in circle time</p> <p>Name and describe people who are familiar to us including extended family</p> <p>Learn that we are all the same, we are all different and recognise that people have different beliefs and celebrate special times in different ways</p> <p>Continue to explore the changing seasons and the effect on the natural world around us</p> <p>Through our topic:</p> <ul style="list-style-type: none"> be introduced to the concept of day and night know that light is needed to see things be aware of safety in the dark at home time and weekend Investigate sources of light (sun, moon, lamps, candles). Learn about nocturnal animals and how they adapt to darkness. have a good understanding of Bonfire Night, Diwali and Christmas Discuss how different cultures celebrate festivals and show respect for others. Celebrate and compare festivals: Halloween, Diwali, Bonfire Night, Christmas. 	<p>As artists we will:</p> <p>Continue to create collaboratively, sharing ideas, resources, and skills using different techniques as a group and as friends</p> <p>Explore, use and refine a variety of artistic effects to express our ideas and feelings with attention to detail:</p> <ul style="list-style-type: none"> Create firework art using chalk and paint Make Diwali lanterns, Christmas decorations, and winter collages. <p>Learn to mark the beat and imitate rhythms with tapping and striking instruments</p> <p>Develop storylines in our pretend play using small world props</p> <p>Design different habitats for our animals (Nature Makers)</p> <p>Shape and mould wet sand and clay with hand tools to create particular effects</p> <p>Make a Christmas card and calendar</p> <p>Act out roles, singing songs, using percussion instruments for our Christmas performance</p> <p>We will learn about artists and their techniques:</p> <ul style="list-style-type: none"> Van Gough starry night <p>Realise tools can be used for a purpose</p> <p>Continue to use our imagination to play imaginary games indoor and outdoor beginning to play cooperatively with our friends learning how to solve conflicts that arise</p>

• Explore how animals and humans prepare for winter (hibernation, clothing, food).	Role play festival scenes and winter settings (e.g. Santa's workshop, Diwali celebration).
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Phonics

In phonics we will:

We will continue to join in with our daily Power Phonics

We will continue to learn our alphabet chant to help us to read individual letters by saying the sounds for them

We will learn how to stretch and read to blend sounds into words, so that we can read short words

We will begin to segment simple words into individual sounds to support early spelling. This complements blending and helps children apply phonics in writing.

Continue to learn tricky words and recognise them by sight

Play listening games to distinguish between different sounds in the environment and in words to reinforce

Phase 1 skills which supports auditory memory.

Practise forming letters correctly using a range of sensory and fine motor activities. This links our phonics to our handwriting and supports muscle memory.

Apply our phonics knowledge to decode simple captions and CVC words in books and print around us. This encourages reading for meaning and builds confidence.

Explore phonics through play-based activities in our learning areas, such as sound hunts, magnetic letters, and phoneme pebbles. This embeds learning in a meaningful, hands-on way

Shared reading:

Once there were Giants by Martin Waddell.

Funnybones by Janet Ahlberg & Allan Ahlberg

Fireman Sam and the Fireworks by Diane Wilmer

Hovis the Hedgehog by Lynda Leigh-Crawford

Rama & Sita by Malachy Doyle

Lots of Lights by Kavita Sahai

The Smeds and the Smoos by Julia Donaldson & Axel

Scheffler

The Nativity Story: The First Christmas for Kids by Dylanna Press,

The Night Before Christmas by Clement C Moore,

Share a variety of fiction, non-fiction and traditional tale's stories in whole group story times and independently in our class book area

Drawing Club texts:

Room on the Broom by Julia Donaldson & Axel Scheffler

The Gingerbread man

Are the Dinosaurs dead dad? By Julia Middleton

Where the wild things are by Maurice Sendak

How the Grinch Stole Christmas!" by Dr. Seuss.